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ABSTRACT

The effectiveness of the Nichols Avenue Follow-Through Program, in Washington, D.C., and the extent to which it provides for improving opportunities for children of low-income families to learn and achieve up to and above national norms in the areas of reading and mathematics were evaluated. The program goals were to assure that: (1) by the end of grade 3 or by the third year in the program children who were taught a full lesson on at least 165 school days would exceed national norms on achievement tests in reading, arithmetic, basic language concepts, and logical thinking; (2) the percentage of readers below grade 2 reading level would be negligible; (3) the children in the program would like school and demonstrate a good self-concept and self-motivation; and (4) 20% to 35% of the parents would be involved in the program operation. The program evaluation was effected by interviews with 65 students from the three grades served by the program--kindergarten (4 classes), grade 1 (4 classes) and grade 2 (3 classes)--by interviews with parents, and by questionnaires completed by 21 staff members. The evaluation findings were as follows: (1) the students are achieving near the national norm in reading and mathematics and are achieving above the large-city norms and the D.C. median scores in both areas; (2) the children appeared happy and liked school; and (3) the majority of the parents responded favorably to the program. It is concluded that the major goals of the program are being met. (DJ)

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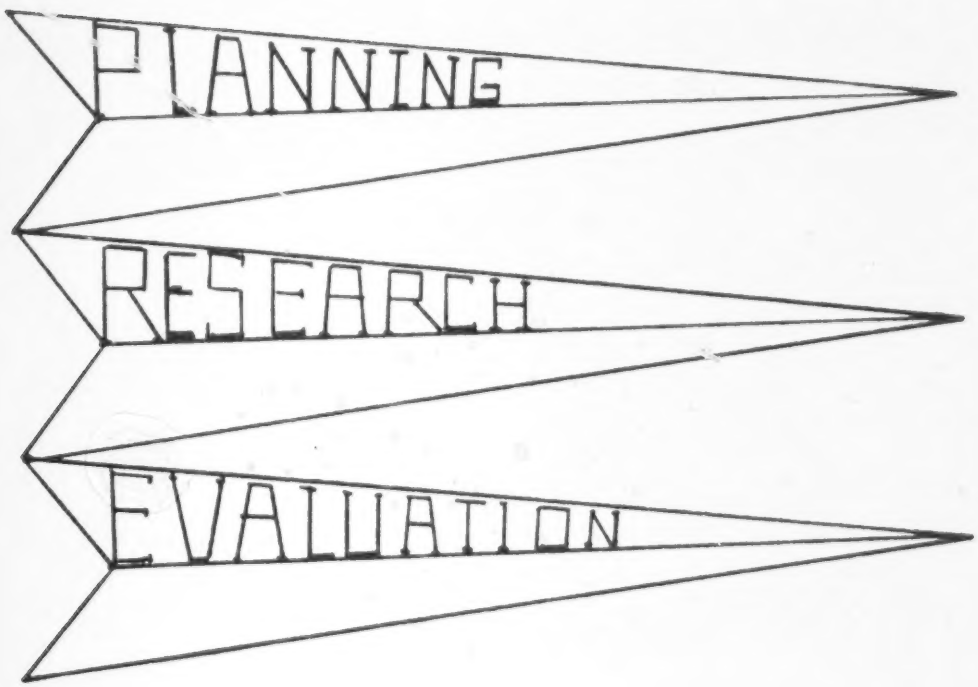
Final Evaluation Report

AN EVALUATION OF THE

NICHOLS AVENUE FOLLOW-THROUGH PROGRAM



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Departments of Research and Evaluation
Division of Planning, Research and Evaluation
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University of Oregon

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Evaluation Summary

Title: Nichols Avenue Follow-Through Program

Location: Nichols Avenue Primary School

Date: School Year 1970-71

Students In The Program: 245

Grade Levels: 4 Kindergarten Classes
4 First Grade Classes
3 Second Grade Classes

Background and Rationale:

Throughout the years studies had shown that gains made by children in Head Start and other quality preschool programs are lost when these children enter the regular school program. As a result a Federal Assistance Program was introduced in 1967 to extend into the early grades benefits of Head Start and other effective preschool experiences. Serving kindergarten through third grade, the program was designed to provide for social, racial, and economic diversity and involve parents and community people in every aspect of the program.

Purpose of Study:

The study presented here is an effort to assess the effectiveness of the Nichols Avenue Follow-Through Program and the extent to which it provides for improving opportunities for children from low income families to learn and achieve up to and above national norms in the areas of reading and mathematics. It is also the purpose of this evaluation to gain insight of the feelings, reactions, and concerns of the parents and staff relative to the program and its goals.

Findings:

Sixty-five students were selected by means of systematic sampling procedures from the kindergarten, first and second grades for an interview. Eighty-two percent of these students said they liked going to school. Sixty-two percent said they attended school everyday. Those who did not attend everyday said it was due mainly to illnesses and/or inclement weather. Ninety-five percent of those interviewed said that they were learning a great amount in school. Most of the students said that they wanted to be firemen, policemen, nurses and teachers when they grow up. The kindergarten students stated that playing was their most liked aspect of school with art work second. First graders preferred reading with playing second and mathematics third. The second graders preferred reading first, school work in

general second, and language, third. The majority of them stated that their parents aided them with school work at home.

The parents interviewed liked the follow-through program and thought that it was great for their children. Most indicated that they would like to be more actively involved in the program. Only two indicated less than favorable relationships with the administration and staff of the program.

Eight teachers, seven teacher aides and six other staff members completed a staff questionnaire. The majority of these indicated that they received special pre-training for the program which they rated as being "good". They indicated, as a group, that students in the program had made improvement to a "great extend" in attendance, overall achievement confidence, eagerness to participate, persistence in assigned tasks, ability to act independently, their pride in themselves, and attitudes toward school. They also stated that there had been improvement in the parents' involvement, interest in their children, and attitudes about the school and staff. The instructional objectives and program objectives were rated as being met to a "great extent" by the staff.

The second grade students who were completing their third year in the Follow-Through program exceeded the national norm in total reading by one month on the California Achievement Tests given in May, 1971. They fell below the national norm by one month in total mathematics. Eighty-eight percent of the second graders scored at grade level or above in reading. Seventy-four percent scored two years-five months or more in total reading. Overall the second graders made significant gains in reading and mathematics from September, 1970 through May, 1971.

Conclusions:

The instructional objectives prescribed for use in the Nichols Avenue Follow-Through Program were met to a "great" extent. This was indicated by the staff and supported through observations by the evaluation team. The program objectives were also rated as being met to a "great extent" by the staff. Children in the program appeared happy and the majority stated that they liked school. The second graders exceeded Large City norms and the D.C. median scores in reading and mathematics. They also exceeded the national norms in total reading. There was a considerable amount of parent and community involvement in the program. The majority of parents interviewed responded favorably to the program. Most had high praise for what the program was doing for their children.

There were a few problems uncovered and some negative feelings relative to the program, however, this can be expected in any new or innovative program. It can be concluded that; the major goals of the Nichols Avenue Follow-Through Program are being met, the students are achieving near the national norm in reading and mathematics, and the children are achieving, above the large city norms and above the D.C. median scores in both areas.

Recommendations:

1. Re-evaluate the procedures for providing opportunities for Follow-Through staff and Head Start staff to exchange effective techniques, approaches, information and experiences concerning individual children.

2. More emphasis should be placed on a program to create greater parent cooperation with the administration and staff as well as cooperation among staff members.

3. Evaluate the weaknessess given by the staff as well as the suggesstions for improving the program.

NICHOLS AVENUE FOLLOW-THROUGH PROGRAM

EVALUATION REPORT

INTRODUCTION

Background and Rationale

Studies show that gains made by children in Head Start and other quality preschool programs are usually lost when these children enter the regular school program. As a result, a Federal Assistance Program was introduced by President Lyndon B. Johnson in the winter of 1967 to extend into the early grades benefits of Head Start and other effective preschool experiences. The program was designed to be a supplement to existing programs in local school systems, and to operate on an individualized approach to instruction, medical care, nutrition, and social and psychological services. The program could vary from locale to locale according to the model selected to meet the needs of the children. Operating from kindergarten through third grade, the program was to provide for social, racial, and economic diversity and involve parents and community people in every aspect of the program.

Follow-Through began in 1967-68 with thirty projects and about 5,000 children. Figures from the Division of Compensatory Education, U.S. Office of Education revealed that for the school year 1970-71 about 60,000 children from low-income families were enrolled in 155 projects in fifty-states, the District of Columbia, and Puerto Rico.

Follow-Through is now being administered with a heavy research and development emphasis in an effort to accumulate evidence about the effectiveness of different program approaches for improving opportunities for children from low-income families. During this phase, most Follow-Through communities are required to work with one of several institutions which have developed promising programs for disadvantaged children. Twenty sponsors are now working with one or more communities to implement their own approach.

Purpose of Study:

This is an effort to assess the effectiveness of the Nichols Avenue Follow-Through Program and the extent to which it provides improving opportunites for children from low-income families to learn and achieve up to the national norm in total reading and mathematics. It is also the purpose of this evaluation to gain insight of the feelings, reactions and concerns of the parents and staff relative to the program and its goals.

Instructional Objectives

1. To begin with the skills the children bring to school and build on them at a faster rate than normal.

2. To require a greater number of responses from each child.

3. To adjust instructions to individual pupils' rates of progress.

4. To use systematic reinforcement principles to insure success for each child.

5. To use novel programming strategies to "teach" acceptable and and intelligent social behavior rather than focusing on deviant behavior.

6. To utilize small group instruction approach.

7. To utilize the Becker-Englemann programmed materials and Distar instructional materials for teaching.

8. To involve parents in the development of their children by providing specific methods, techniques, and activities to promote and strengthen the learning process.

Program Objectives

1. To promote cognitive, effective, and total personality development.

2. To provide comprehensive mental, nutritional, and physical health services including diagnostic, preventive, curative and rehabilitative aspects.

3. To provide comprehensive psychological, social, and other resources or pupil personnel services which are available for referral and also completely integrated with classroom activities.

4. To develop coordination and effective integration of all ancillary and instructional activities in the school.

5. To promote maximum use of school, neighborhood, and other resources (including welfare, recreational, social, and cultural facilities) to meet the individual needs of children over a varied schedule.

6. To provide pre-service and continuing staff development as an integral part of the regular work assignment for all staff members involved in the program.

7. To promote meaningful parent participation in the total development of their children and to provide social and educational resources to strengthen family life and maximize opportunities for parents as well as children.

8. To provide the community with Head Start and continuing opportunity for Head Start staff and Follow-Through staff to exchange effective techniques, approaches, information and experiences concerning individual children.

Program Goals

A. Children

1. By the end of the third grade (or third year in the program) children who are taught a full lesson on at least 165 school days will, as a group, exceed national norms on achievement tests in reading, arithmetic, basic language concepts and logical thinking.

2. The percentage of non-readers (below grade two reading level) will be negligible and likely confined to demonstrably physically impaired.

3. The children in the program will say they like school and show an eagerness about coming to school and about school activities. They will be demonstrably "happy" children at school. They will show confidence in achievement, persistence in assigned tasks, and pride in self. They will be able to act independently in a variety of learning activities.

B. Parents

A significant percentage of the parent community (20 to 35 percent) will be involved in the operation of the program. They will be expected to change in attitudes about school and what the school does to their children. They will learn skills which will upgrade their economic and social standing. They will report changes in attitudes about staff, their school, hopes for children, all in the direction of "things are better".

Student Selection

Children enrolled in the Follow-Through Program come primarily from low-income families as defined by OEO poverty index lines. Those from low income families and having Head Start experiences or comparable pre-school experiences were given priority enrollment. All children reside in the Anacostia school area characterized by low family income, low level of parent education and school involvement, as well as school retardation of children and high rates of truancy and drop-out. Children were selected on the following priority:

1. All children (meeting the OEO guidelines) who live within walking distance of Nichols Avenue Primary School.

2. Other children who meet the guidelines but have been placed on a kindergarten waiting list at any nearby school in the following order:

   a. Savoy (St. Phillips, Southeast House, Sunnyside Nursey)

b. Birney (Cambell Day Care Center, Matthew Memorial)

c. Kethcham (St. Teresa's Headstart, Emmanuel Headstart)

d. Moten (Little Angels, Park Stanton Nursery)

e. Hendley

f. Draper

Program Description

The Nichols Avenue Follow-Through program has been in operation for three years (1968-1971) and provides classes for Headstart and grades kindergarten thru second. The staff received pretraining in the use of the Englemann-Becker approach to teaching and learning at workshops set up by the program sponsor, The University of Oregon. The Englemann-Becker approach focuses strongly on academic objectives. The approach is premised on the belief that every child can achieve well in the academic arena if he receives adequate instructions. The instructions are designed to begin with the skills the children bring to school and to build on them at a faster rate than would occur in a traditional setting. It acknowledges that the disadvantaged child is usually behind in relevant skills at the beginning of kindergarten or first grade and if he is taught at a "normal" rate, he will remain behind his middle-class peers.

The kindergarten and first grade classes each have a teacher and two aides as permanent adults in a self-contained classroom. The environment in each classroom is so arranged as to promote, permit, and support a wide variety of behaviors including exploration, manipulation, and other forms of interaction with the curriculum materials. The children move into structured teaching or skill situations where one adult works with six to eight pupils on a specified skill for twenty-five minute periods. Simultaneous instruction is taking place in reading, arithmetic, and language by the other adults within the room. Volunteers may be helping individual pupils who need additional help upon leaving their group.

Three thirty minute periods are direct teaching periods in three teaching areas with time allowed to do follow-up work afterwards. A five minute interval is allotted between periods.

The second grade classes have a teacher, and one aide in each self-contained classroom. Language, reading, arithmetic and social studies are simultaneous instruction. Special materials include: (1) Becker-Englemann materials; (2) Distar Reading Program; (3) Distar Language Program; (4) Distar Mathematics Program; (5) Music (IMA Program); (6) Video Materials for Micro Teaching; and (7) Video Tapes for Micro Teaching and Video Check-out by the Program Sponsor.

All of the children receive a snack and outdoor exercise. Lunch, rest, field trips, and related enrichment activities, as well as reinforcement activities, are provided in the afternoon.

EVALUATION DESIGN

Subjects

In the Nichols Avenue Follow-Through Program there are three second grade classes with twenty-two to twenty-three pupils each. There are four first grade classes with nineteen to twenty pupils each, and there are four kindergarten classes with twenty-five students each, making a total enrollment of 245 students in the program.

Delimitations

1. The data for this evaluation is limited to:

    a. the 1970-71 school year.
    b. interviews with a sampling of students and parents of each class on each grade level.
    c. reading and mathematics test results of the second graders enrolled in the follow-through program for the entire year and who were administered the California Achievement Test (CAT) in September, 1970 and again in May, 1971.
    d. responses of the school staff through interviews and questionnaires
    e. classroom observations by the evaluation team
    f. evaluation of the Follow-Through classes only
    g. a list of the parents and community agencies of the Policy Advisory Committee.

Collection of Data

Interviews were held with the program director, coordinator, counselor, teachers, and aides. Six to eight students were systematically selected from each class to be interviewed.

Only seven parents of the students interviewed were available for interview. Eight other parents of students in the program were also interviewed. A staff questionnaire was given to each member of the staff for completion. The results of the California Achievement Standardized tests administered to second graders in October, 1970 and again in May, 1971 were collected and analyzed.

Analysis of Data

Interview data was compiled by interest groups. Tables and Figures were used to display data from students' responses, students' grade equivalent scores, and staff reactions. Data was also presented in narrative form. Means were computed on items calling for

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ratings by staff members. Grade means were also computed and a t test applied to test the significance of the difference between mean grade scores for second graders. Comparisons were made of grade equivalent scores, taken from the California Achievement Tests, based on national norms, large city norms, and D.C. Median scores.

PRESTATION AND DISCUSSION OF FINDINGS

Pupil Interview

The pupil interview instrument was used by the evaluators to interview pupils in the Follow-Through Program. The pupils were systematically selected from alphabetized class lists by selecting every third name on the list. Twenty-four kindergarten, twenty-two first graders, and ninteen second graders for a total of sixty-five pupils made up the interview sample. The questions were designed to test program goal number three, listed in the introduction.

Eighty-two percent of the students interviewed said they like going to school, as opposed to eighteen percent who said they do not like school. Seven of the twelve indicating they did not like going to school could give no reason for their dislike. The second graders registered the highest percent of those who like to go to school while the first graders registered the lowest percent. Sixty-two percent said that they attended school everyday. Of the twenty-four who said they had not attended everyday, nineteen said this was due to illness, two stated that it was because of economic conditions and one because of the bad weather. Only one student expressed a negative attitude by stating that sometimes he doesn't want to attend school. Ninety-five percent of the students interviewed said that they were learning a great amount. Two kindergarteners and two second graders stated they were not learning a great amount. A reason one kindergartener gave was that he learned more last year. The distribution of the students' responses are shown in Table I.

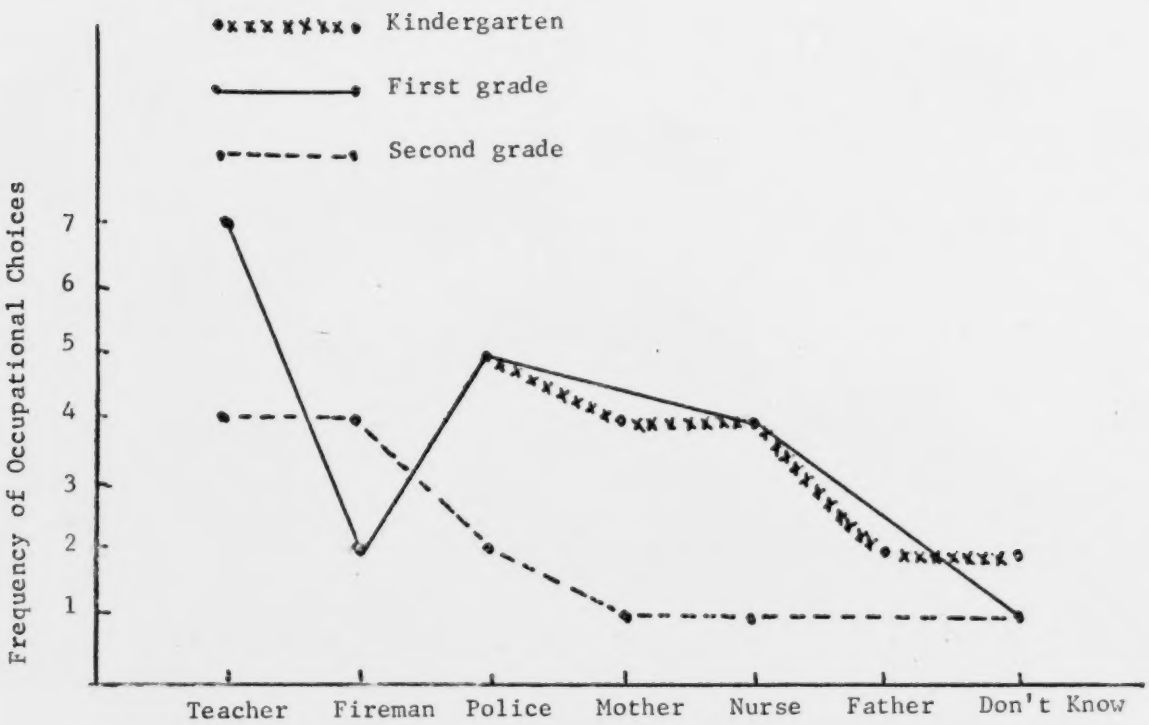
Table I

Distribution of Pupils' Responses Concerning School

Questions	Gr. Level	Responses							Reasons
		Yes	%	No	%	None	%	Total	
Do you like going to school? Why not?	Kgn.	20	83	4	17			24	
	1st	16	73	6	27			22	Work too easy (1) Work too hard (1) Mean teacher (1)
	2nd	17	89	2	11			19	Mother sometimes asleep (1) Work too hard (1)
	K-2	53	82	12	18			65	
Do you attend school everyday? Why not?	Kgn.	17	71	7	29			24	Illness (5) Don't want to (1) Had an appoint. (1)
	1st	13	59	9	41			22	Illness (8) Bad weather (1)
	2nd	10	56	8	42	1	2	19	Illness (6) No clothes (2)
	K-2	40	62	24	37	1	1	65	
. e you learning a great amount? Why Not?	Kgn.	21	88	2	8	1	4	24	Learned more last year (1)
	1st	22	100					22	
	2nd	19	100					19	
	K-2	62	95	2	4	1	1	65	

The pupils' responses as to what they would like to be when they grow up tend to show the idolization they have at the early ages for the people who perform community services around them everyday. The policeman, teacher, fireman and nurse were the choices cited most often. Figure 1 shows the choices for each grade level. Other occupations not shown but mentioned by one pupil each included: for kindergarten; doctor, card player, F.B.I. agent, a lady, cook, a man, and a spaceman; for first grade, a telephone operator, cowboy and groceryman; and for second grade, lifeguard, maid, doctor, F.B.I. man, and housewife.

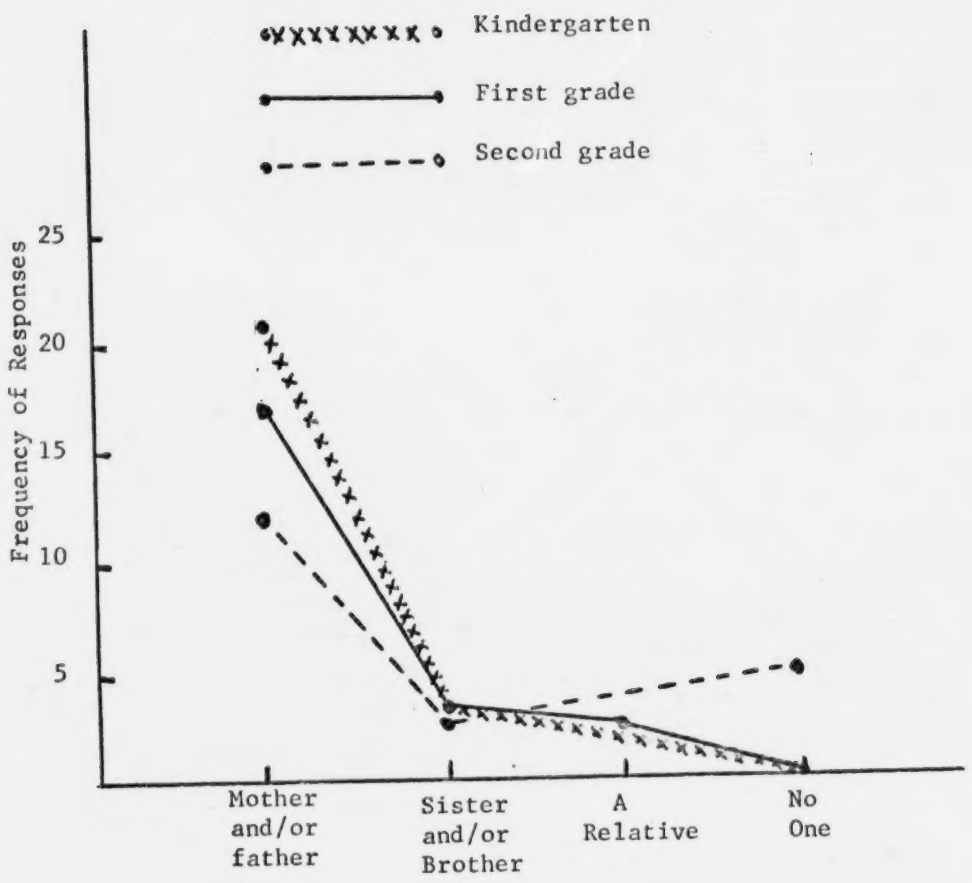
Figure I



A frequency polygon showing the occupational choices of the kindergarten, first, and second graders interviewed.

Seventy-seven percent of the pupils interviewed stated that they were aided in their lessons at home by their parents. This indicates some parent involvement in the program. The percent of parent help drops from the kindergarten (88%), to first grade (77%), to second grade (63%). Five of the second graders stated that they received no help. One pupil stated that he did not take work home. It was noted that many parents worked evenings. See Figure 2.

Figure 2

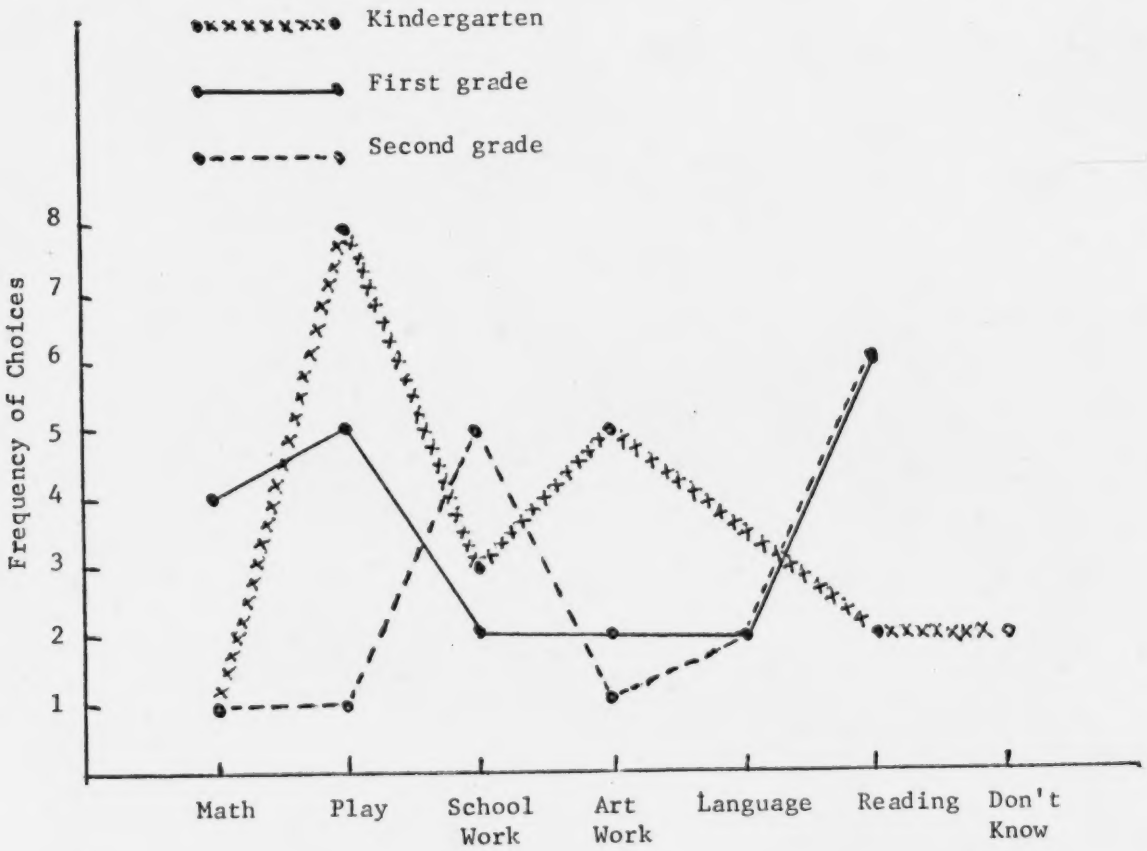


A frequency polygon showing those who help the pupils with their school work at home.

For the kindergarten pupils "play" and "art work" (coloring, painting, etc.) headed the list of the best liked aspects of school. This was followed by school work and reading. Others mentioned once each by the kindergarten pupils were the teacher and lunch. For the first graders reading headed the list followed by play and mathematics. One first grader said he liked the class trips best. Reading also headed the list for the second graders, followed by school work and language. Other aspects mentioned once each by second graders were spelling, assembly, and class trips. It is important to note that

play becomes less important and subject matter aspects become more preferred as pupils move from kindergarten to second grade. See Figure 3.

Figure 3



A frequency polygon showing the pupils'most liked aspects in school.

Parent Interview

Parents of the students who were interviewed were selected to make up the parent interview sample. Only seven of these parents were available to be interviewed. Many of the others worked during school hours or had commitments. With the help of the counselor and the parent worker eight other parents of children in the program were included in the parent interview sample. An appointment schedule was set up for the fifteen parents to meet with the evaluation team.

The questions on the parent interview instrument were designed to assess instructional objective number eight, program objectives one and seven, and program goal B.

All fifteen parents interviewed stated that they had been contacted by the school on many occasions. The parent community worker was the main source of contact followed in order by the teachers, counselor, principal, pupil personnel workers and aides. The four working parents interviewed indicated that their main source of contact was through notices sent to the home. Three of these parents indicated that they would like to have more contact with the school. The working parents also stated that because of their work they were not able to accept the training offered to enable them to help their children. One parent was in school herself, and one had a small baby at home. Both of these parents indicated they had not been available to accept any training. One parent, who stated she had no training, did not give a reason why she did not attend the parent training sessions. Eight of those interviewed had received some training.

In stating their opinions of the Follow-Through Program most parents said either its wonderful, or "I like it." Other statements included; very good, easy to understand, children really learn, best thing that could have happened and the children learn more in this program.

Three parents stated that their childred had become more mature since being in the program. Ten stated that they had noticed a positive change in their childrens' attitudes and behavior. One said that this was her kindergarten child's first year in the program and she had not had an occasion to make an assessment. Two parents made negative comments relating to the program, one said that she was not satisfied this year with the progress that her son was making. This particular parent appeared very hostile and upset when interviewed. She also stated that her relationships with the principal, staff, and other parents were very poor that their attitudes toward her were poor and that she was not notified about all meetings and activities. She stated that the program itself was very good, but it did not seem to be geared to the slow learners. She suggested that the teachers spend more time, and aides less time, with slow learners and problem, children.

Another parent's comment was that the administration looked upon her as being "inferior". The other thirteen parents said that their relationship with the administration was very good.

Only two parents indicated that they would not like bo be more actively involved. One indicated that she had a nervous condition and could not stand noise, but was very interested in the program. The other parent stated that she was already helping in the lunch-room, on the payground, with tutoring, and with testing and felt that this was all that she could handle. Additional comments made by parents were:

1. In this program it is easier for me to know what my child is doing.

2. I find it easy to communicate with the principal, staff and other parents.

3. The Follow-Through Program is the best thing that could have happened, even better than I expected it would be. I hope it is not closed out.

4. My son who is in this program is getting better training than any of my other children who are not in the program.

5. My kindergarten child is in the Follow-Through program and he is doing some of the things in class that my second grade child is doing.

6. It is a wonderful program. My child is able to spell many new words since being in the program.

7. They should have this program all over the city. Children learn more in this program.

8. My child in this program seems to be progressing more than my other child who is one year older but not in this program.

9. The staff here really teach and there's not a lot of playing going on. My two children in the program are learning. I think it is a wonderful program and should be continued.

10. At first it was a little confusing, but my child is doing real good. I couldn't expect anything better.

11. I think the program is fine and should be expanded. I take my child with me and he shows off his ability to my friends. They are surprised at his work and knowledge.

12. The administration hinders the program. It has not made the opportunities available for paraprofessionals. The program itself is beautiful.

13. I would like some guidelines as to correction of the papers my child brings home.

Staff Questionnaire

Teachers:

Staff questionnaires were completed and returned by eight teachers; three second grade te chers, two first grade teachers, and three kindergarten teachers. Two of the kindergarten teachers were experiencing their first year in the project, and for one of these teachers it was her first year of teaching. The total teaching experience of the other seven teachers ranged from three to thirteen years. All had a Bachelor's degree, with two indicating some work beyond the Bachelors level. The special training for the Follow-Through program consisted of from one to five days for one kindergarten teacher and one first grade teacher to more than six weeks for one second grade teacher. The training was rated "good" by the teachers, however, six teachers made suggestion for improving the workshop training sessions. These suggestions are listed below.

1. The planning of the workshops could be improved so that the same material would not be taught again. This makes the workshop boring because new material is not introduced. It also needs to be reduced to one week because the practical experience is more beneficial.

2. The format for each day's workshop was too routine and dull. The scheduling of workshops showed no consideration for those on vacation, thus general reactions were rather uncaring and indifferent.

3. There was too much repetition. I resent people assuming I don't know something. I suggest pretesting to find out what needs to be taught.

4. Have demonstrations and practice with children instead of with other adults.

5. The pre-training sessions have and are being improved due to what, I think, has been an evaluation of each previous pre-training session. The changes, thus far, have or seem to have been appropriate.

6. More time and organization and explanation of the program could have improved the pre-training.

The teachers indicated that they had received help from the visiting consultant from the University of Oregon. Their statements follows:

1. The visiting consultant gave me suggestions for improving my teaching and encouragement. (6)

2. I have received many explanations of the program as well as suggestions for working with problem children. (1)

3. I have not received any help that could not have been given from within our group except the changes in format that naturally would have to come from the University. (1)

In assessing their present pupils five teachers indicated they preferred their present group of students. Two teachers, however stated that they would have preferred a group with a narrower range of abilities, and one would have preferred a smaller number of students.

The teachers indicated that they have noticed improvement to a "great extent" in the pupils' overall achievement, eagerness to participate, ability to act independently, pride in themselves, and attitude toward school. They have also noticed improvement to "some extent" in pupils' attendance, confidence, and persistence in assigned tasks. See Table II.

For Table II thru VII, the means are interpretated on the following scale.

SCALE

Rating	Not at all	Undecided	To Some Extent	To A Great Extent	Totally
Value	0	1	2	3	4
Mean Range	.0 to .4	.5 to 1.4	1.5 to 2.4	2.5 to 3.4	3.5 to 4

Table II

Teachers' Ratings of Students' Improvement As A Result of The Follow-Through Program (N=8)

Areas of Improvement	Item Mean	No. of Teachers Responding					
		Totally	To A Great Extent	To Some Extent	Undecided	Not at All	No Response
in attendance	1.6		1	4	1	1	1
in overall achievement	2.6		5	3			
in pupils confidence	2.4		4	2	1		1
eagerness to participate	3.1	2	5	1			
persistence in assigned tasks	2.4		3	4			1
ability to act independently	2.6		5	3			
pupils' pride in selves	2.6	1	3	4			
pupils' attitude toward school	3.0	2	4	2			
Aggregate Mean	2.5						

The teachers also rated the extent to which the Follow-Through Program has had an effect on the parents. In their opinion parents had been involved in the program to a "great extent". Parents have taken an interest in their children, increased their hopes for their children, and increased their skills to help their children to "some extent". The teachers were somewhat undecided whether parents had changed their attitudes about the school and the staff.

Table III

Teachers' Ratings of Parents' Reactions To The Follow-Through Program (N = 8)

Reaction of Parents	Item Mean	No. of Teachers Responding				
		Totally	To Great Extent	To Some Extent	Unde-cided	Not at all
Parents have:						
been involved in the program	2.5		4	4		
taken an interest in their children	2.1		1	7		
changed their attitudes about the staff	1.3			3	4	1
increased their hopes for their children	1.9		1	5	2	
increased their skills to help their children	1.6			5	3	
changed their attitudes about the school	1.4			4	3	1
Aggregate Mean	1.8					

There were problems encountered by teachers relative to the Follow-Through Program. Some teachers indicated more than one problem. In instances where the same problem was cited by more than one teacher it is indicated by the number in parenthesis. The problems listed were:

1. lack of cooperation by parents (5)
2. lack of staffing (adequate substitutes) (3)
3. unavailability of materials (3)
4. lack of cooperation by other staff members (2)
5. inadequate physical facility
6. practically no problem

The teachers gave their opinions as to how well the objectives were being met by the Follow-Through Program. In their opinions the two instructional objectives; utilizes small group instructions and utilizes Becker-Engelmann and Distar materials for teaching, were being "totally" met. All other instructional objectives were being met to a "great extent".

As for the program objectives, two objectives; (1) promotes maximum use of school, neighborhood, and other resources to meet the individual needs of children, and (2) provides community with Head Start and continuing opportunity for Head Start staff and Follow-Through staff to exchange effective techniques, approaches, information and experiences concerning individual children, were being met only to " some extent" in the opinion of the teacher. The remaining program objectives were rated as being met to a "great extent". (See Tables IV and V for the teachers' ratings).

Table IV

Teachers' Assessment of The Extent Instructional Objectives Were Met (N=8)

Instructional Objectives	Item Mean	No. of Teachers Responding				
		Totally	To A Great Extent	To Some Extent	Undecided	Not at all
Begins with the skills the children bring to school and builds on them at a faster rate than normal.	3.0	2	4	2		
Requires a great number of responses from each child.	3.4	3	5			
Is adjustable to individual rates of progress.	3.0	2	4	2		
Uses systematic reinforcement principles to insure success for each child.	3.3	2	6			
Uses novel programming strategies (behavioral modification approaches) to "teach" acceptable and intelligent social behavior rather than focus on deviant behavior.	3.0	2	4	2		
Utilizes the small group instruction approach.	3.8	6	2			
Utilizes Becker-Engelmann programmed materials and Distar instructional materials for the teaching.	3.9	7	1			
Involves parents in the development of their children by providing specific methods, techniques and activities to promote and strengthen the learning process.	2.5		4	4		
Aggregate Mean	3.2					

Table V

Teachers' Assessment of The Extent Program Objectives Were Met (N=8)

Program Objectives	No. of Teachers Responding					
	Item Mean	Totally	To A Great Extent	To Some Extent	Undecided	Not at all
Promotes cognitive, effective, and total personality development (learning styles)	2.8	1	4	3		
Provides comprehensive mental, nutritional, and physical health services including dianostic, preventive, curative and rehabilitative aspects.	2.6		5	3		
Provides comprehensive psychological, social, and other resources or pupil personnel services which is available for referral and also completely integrated with classroom activities.	2.4		3	5		
Develops coordination and effective integration of all ancillary and instructional activities in the school.	2.8	1	4	3		
Promotes maximum use of school, neighborhood, and other resources (including welfare, recreational, social, and cultural facilities) to meet the individual needs of children over a varied schedule.	2.1		4	2	1	1
Provides pre-service and continuing staff development as an integral part of the regular work assignment for all staff members involved in the program.	3.4	3	5			

Table V continued

Teachers' Assessment of The Extent Program Objectives Were Met
(N=8)

Promotes meaningful parent participation in the total development of their children and provides social and educational resources to strenghten family life and maximize opportunities for parents as well as children	2.5	1	3	3	1
Provides community with Head Start and continuing opportunity for Head Start and Follow-Through staff to exchange effective techniques, approaches, information and experiences concerning individual children.	1.6			5	3
Aggregate Mean	2.5				

In part six of the staff questionnaire the teachers indicated their feelings concerning the overall program, the strengths, the weaknesses and suggestions for improving the program.

As far as liking or disliking the program, the following comments were given:

1. I like the Engelmann-Becker approach very much, it is definitely a new break-through for teaching the child basic skills of reading, language,etc, and it is very effective and meaningful.

2. I would much prefer to use this approach without the restrictions imposed by having a sponsor. I would like to use the Engelmann-Becker approach supplemented with other methods I have found to be effective.

3. I like the program very much and I am very satisfied with the progress the children have made this year.

4. It is the best program I have seen.

5. I like the Engelmann-Becker approach very much because, thus far, the approach has been effective to a great extent with the children with whom I work.

6. It is a very good approach to instruction, however, I would rather be in a regular teaching situation.

7. I think the Engelmann-Becker approach is very effective.

8. I do not like a "group" approach to learning. I don't like <u>praise</u> and other external rewards for learning. They don't really produce independence and self-motivation in my belief.

The major stregths of the program in the teachers' opinions are: (Wherein a strength was given by more than one teacher it is noted in parenthesis)

1. the small group and individualized instruction. (4)

2. the sequence in learning by starting with the fundamental and building upon each previous step. (3)

3. the proof that kindergarten children are ready for formal instruction. (2)

4. the relevancy of the materials to the children's social and economic background.

5. the phonetic approach to reading.

6. the reward for proper response.

7. the emphasis on the most important aspects of learning to read.

8. the foundation of knowledge received by students enabling them to grow outside the program.

The major weaknessess in the teachers' opinions are as follows:

1. One major problem is that if a child transfers to another school before he enters the third grade he might have a problem in the different subject areas because of the instructional methods being used at Nichols Avenue.

2. The alphabet is not taught until the second year of instruction.

3. There is not enough developmental skills and assistance for weak children built into the program.

4. It does not provide drill exercises that are necessary in teaching the slowest groups and it is too rigid when used with a sponsor.

5. The approach provides only limited flexibility for teachers to adjust the pace of the program.

6. Sometimes it is too repetitious.

7. Sitting and listening, repeating for three half-hours sessions for five-year-olds (or any age) doesn't take advantage of the real learning tools: doing, manipulating and investigating.

The following suggestions were given by teachers for improving the program. Those quoted by more than one teacher are indicated by the number in parenthesis.

1. There should be more feed-back from teachers during in-service training in order to better plan and conduct the workshops. (3)

2. The alphabet and spelling should be taught earlier and the approach to irregular words could be rephrased. (2)

3. I don't think teachers should be required to use the exact programmed words as long as the end results are met, bend a little and make it less rigid. (2)

4. There is a need for more testers and more training for testers.

5. We should have better communication and understanding between the school and the University and less pressure on the teachers from the University by eliminating some of the excessive administrative observations of teachers and aides and video taping.

6. I would like to see desks removed and a greater emphasis on using manipulative materials. Before I came here I had no idea how the program worked. It seemed a good idea to give children skills at an early age, but how we do that is as important as the skills. I believe in an individualized program with periodic small group presentations of materials. I don't like a group centered curriculum. I am not really suited for this kind of program. I do not feel I should judge this program.

7. A special effort should be made to coordinate the Distar program with the Clark plan with the child's welfare and development in mind.

8. Allow the kindergarten teacher to remain with the same class until the completion of the first grade.

9. Require parent workers to spend more time visiting and assisting parents and less time in the school building.

Educational Aides:

Completed questionnaires were received from seven educational aides who work directly with the students in the classrooms. Six aides received from one to two weeks of special training for the program. One received less than one week. This training was rated "good" by six aides and "excellent" by one. Four aides felt that the training could have been improved by having materials to be used on hand during the training (2), alloting more workshop time in all subjects (1), and training individuals for the subject area they were most interested in (1).

The aides indicated that the consultant from the University of Oregon gave them help in working on different tasks with slow groups, pointed out weaknesses and strengths in their teaching and made suggestions for improvement, answered all their questions, and gave encouragement and praise where it was deserved.

The aides indicated that they noticed improvement to a "great extent", in pupils' attendance, achievement, confidence, eagerness to participate, persistence in assigned tasks, ability to act independently, pride in themselves and attitudes toward school. They also feel that the parents have been involved, taken an interest in their children, changed their attitudes about the school, changed their attitudes about the staff, increased their hopes for their children, and increased their skills to help their children to a "great extent". The ratings can be seen in Appendix B.

The following are the problems encountered by the aides. The number of times each problem was stated is indicated by the number in parenthesis.

1. Practically no problems (5)
2. Lack of cooperation by parents (3)
3. Unavailability of materials (1)
4. Inadequate physical facility (1)
5. Lack of supervisory help (1)

The aides indicated that in their opinion the instructional objectives and the program objectives were being met to a "great extent".

Six aides indicated that they like the Engelmann-Becker approach to instruction. One made no response. The major strengths of the Follow-Through program were given by five aides. The strength given by more than one aide is indicated by th number in parenthesis. The strengths are:

1. The use of small group and individualized instruction (3)
2. The use of the Distar reading program
3. The faster rate of learning and greater retention of children
4. The use of video tape in teaching

In the opinions of the aides there were no major weaknesses. One aide suggested hiring additional personnel trained in the Distar program to act as substitutes in the absence of the regular teachers or aide.

Other Staff:

"Other" staff includes six people; the program coordinator, the counselor, the secretary, the tester, the pupil personnel worker, and one pupil personnel worker aide.

The coordinator, counselor and tester received pre-training for the Follow-Through program. They rated the training as good to excellent. The coordinator indicated that she has received help from the visiting consultant from the University of Oregon in supervising teachers and in conducting inservice workshops. The tester was helped in all phases of her testing program. The pupil personnel worker received basic information about the Distar program, suggestions for involving parents in the program and other ideas concerning the role of pupil personnel in the Follow-Through program.

As a group the "other" staff rated improvement to a "great extent" in pupils' overall achievement, self-confidence, eagerness to participate, ability to act independently, and pride in themselves. In their opinion there was improvement to "some extent" in pupils' attendance, persistence in assigned tasks, and attitudes toward school. They also indicated that improvement has been made to "some extent" in parents' involvement in the program, interest in their children, attitudes about the school and staff, hopes for their children and skills to help their children. Their ratings can be seen in Appendix B.

The problems encountered by this group, with the frequency cited for each in parenthesis, were:

1. Lack of cooperation by other staff members.(3)

2. Lack of cooperation by parents. (2)

3. No problem listed (1)

By and large the instructional objectives, and the program objectives were rated as being met to a "great extent" by the "other" staff. See Appendix B.

There was a consensus of opinion that the program is worthwhile and well liked. The strengths of the program as reported by this group are stated below. In instances where a particular strength was mentioned by more than one person it is noted in parenthesis.

1. The program provides built-in evaluation of pupils' progress. (2)

2. The program gives the children the basic tools for reading and it introduces them to simple methods of problem solving.

3. The program provides meaningful work in the kindergarten on the children's ability level.

4. A great amount of attention is given to each child.

5. The program provides skillful techniques which promotes pupil progress.

6. There is a great amount of teacher resource in each classroom with two aides provided for each kindergarten and first grade.

7. A video tape assessment is made of the teachers by the University of Oregon.

8. Funds are made available for engaging in outside resources.

The weaknesses of the program that were cited are:

1. The program is too rigid in that it does not allow the teachers to experiment or to be innovative.

2. At times there is an over-emphasis on reinforcement.

3. The Engelmann-Becker approach does not provide specifically for the slow learners.

4. It is not certain that the manner of teaching in the Follow-Through program will be advantageous to the children once they have left the program.

Suggestions given for improving the program are: to plan more home visitations by pupil personnel and the parent workers in order to involve more parents, to reserve a special room at school for testing only, to re-evaluate the skills needed to help slow learners, and to include discipline areas other than reading, arithmetic and language.

Test Results

The second grade students were given the California Achievement Standardized Test (CAT) in October 1970 (pretest) and again in May, 1971 (post test). Reading and Mathematics test data for the second graders were recorded and matched in order to assess the gains made by them during the period between testing. The three second grade classes are referred to as classes A, B, and C. In class A, there were twenty-two pupils with paired reading and mathematics scores and for classes B and C there were twenty pupils with pre and post reading and math scores. In every case there was a difference or gain on the post test scores over the pretest scores. A t-test was applied to the difference between the means of the pre- and post test. In all cases the differences or gains made were found to be significant at the 1% level of confidence. The distribution of the grade equivalent scores in reading and mathematics for the three second grades are shown in Table VI and VII. The means, t score and the t score needed to be significant at the 1% level of confidence are also shown for each class.

Table VI

Distribution of Second Grade Pre and Post Reading Grade Equivalent Scores

	Class A			Class B			Class C		
Pupils	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
1	1.5	3.4	1.9	2.4	3.3	0.9	1.4	3.0	1.6
2	1.8	3.4	1.6	1.7	2.7	1.0	0.6	2.0	1.4
3	2.5	3.9	1.4	0.7	2.4	1.7	1.7	3.2	1.5
4	0.6	0.7	0.1	3.5	4.2	0.7	1.2	3.0	1.8
5	1.4	3.9	2.5	0.6	1.6	1.0	1.2	3.3	2.1
6	1.8	3.0	1.2	0.6	1.9	1.3	1.8	3.0	1.2
7	0.7	1.7	1.0	3.5	4.6	1.1	1.2	1.9	0.7
8	0.6	1.7	1.1	0.7	2.2	1.5	0.6	2.1	1.5
9	3.6	5.1	1.5	1.6	3.2	1.6	0.6	1.9	1.3
10	2.3	4.4	2.1	2.4	3.5	1.1	0.6	1.3	0.7
11	1.4	3.3	1.9	1.9	2.1	0.2	1.9	3.2	1.3
12	0.6	0.9	0.3	3.0	3.4	0.4	3.5	4.2	0.7
13	0.6	2.5	1.9	2.9	5.1	2.2	0.6	2.5	1.9
14	1.6	3.4	1.8	1.8	3.2	1.4	0.6	2.2	1.6
15	0.6	1.7	1.1	0.7	1.3	0.6	3.6	4.8	1.2
16	2.6	4.6	2.0	1.7	2.8	1.1	0.6	2.2	1.6
17	1.8	3.7	1.9	1.6	2.2	0.6	1.7	2.4	0.7
18	1.1	3.0	1.9	4.9	5.4	0.5	0.6	2.3	1.7
19	2.0	3.2	1.2	1.4	2.5	1.1	1.3	1.3	0.0
20	2.8	6.2	3.4	3.5	3.7	0.2	3.3	3.6	0.3
21	1.4	2.2	.8	---	---	---	---	---	---
22	1.8	4.2	2.4	---	---	---	---	---	---
Mean	1.6	3.2	1.6	2.1	3.1	1.0	1.4	2.7	1.3
Obtained t		9.92			8.70			13.77	
Needed to be significant		2.48			2.54			2.54	

Table VII

Distribution of Second Grade Pre and Post Mathematics Grade Equivalent Scores

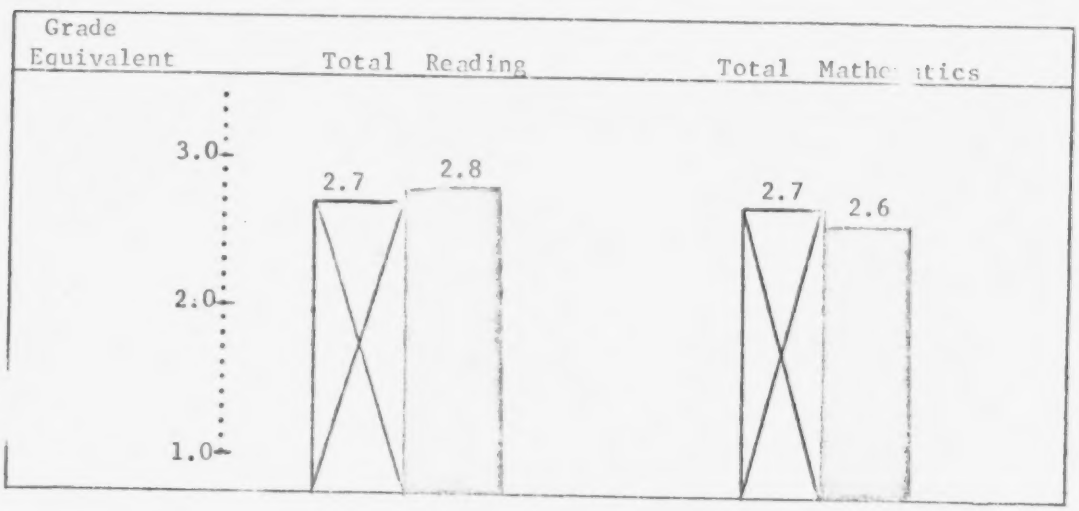
Pupils	Class A			Class B			Class C		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
1	1.6	2.5	0.9	1.8	2.2	0.4	1.2	1.6	0.4
2	2.3	3.3	1.0	1.3	3.0	1.7	0.7	1.4	0.7
3	1.9	4.1	2.2	1.3	2.0	0.7	1.1	3.0	1.9
4	0.6	1.3	0.7	2.3	4.1	1.8	0.6	2.1	1.5
5	1.6	2.6	1.0	0.6	1.1	0.5	1.4	2.3	0.9
6	0.7	1.5	0.8	0.6	2.4	1.8	1.5	2.3	0.8
7	0.6	1.8	1.2	2.1	3.9	1.8	1.1	2.0	0.9
8	0.6	2.4	1.8	0.6	2.3	1.7	0.6	2.3	1.7
9	2.6	3.6	1.0	1.3	2.8	1.5	1.2	3.0	1.8
10	2.8	4.3	1.5	2.1	3.4	1.3	0.6	1.7	1.1
11	1.8	2.1	0.3	0.8	2.5	1.7	1.7	2.4	0.7
12	0.6	1.8	1.2	2.4	3.2	0.8	2.4	4.0	1.6
13	0.6	1.7	1.1	2.7	4.5	1.8	0.6	2.5	1.9
14	1.0	1.6	0.6	1.8	2.7	0.9	0.6	1.7	1.1
15	0.6	1.4	0.8	0.6	1.7	1.1	1.7	3.8	2.1
16	2.6	4.0	1.4	2.0	2.9	0.9	0.6	2.4	1.8
17	2.1	.7	0.6	1.8	2.5	0.7	1.6	2.3	0.7
18	0.8	2.0	1.2	2.5	4.2	1.7	1.0	2.9	1.9
19	1.9	3.8	1.9	1.1	2.6	1.5	0.9	1.9	1.0
20	2.1	3.7	1.6	2.2	3.5	1.3	2.0	3.8	1.8
21	1.5	2.8	1.3	---	---	---	---	---	---
22	2.3	3.5	1.2	---	---	---	---	---	---
Mean	1.5	2.7	1.2	1.6	2.9	1.3	1.2	2.5	1.3
Obtained t		10.0			12.8			11.5	
Needed to be significant		2.48			2.54			2.54	

The median grade equivalent scores in reading and mathematics for the second graders completing their third year in Follow-Through, who were taught a full lesson on at least 165 school days, were compared to the national norm reading and mathematics scores to test program goal A 1. *

The students who had been in the program for three years exceeded national norms in total reading by one month, but were below the national norms in total mathematics by one month, no comparsions were made in basic language concepts, nor in logical thinking.

Figure 4

Median Grade Equivalent Scores For Grade Two In Terms of National Norms May 1971



National Norms

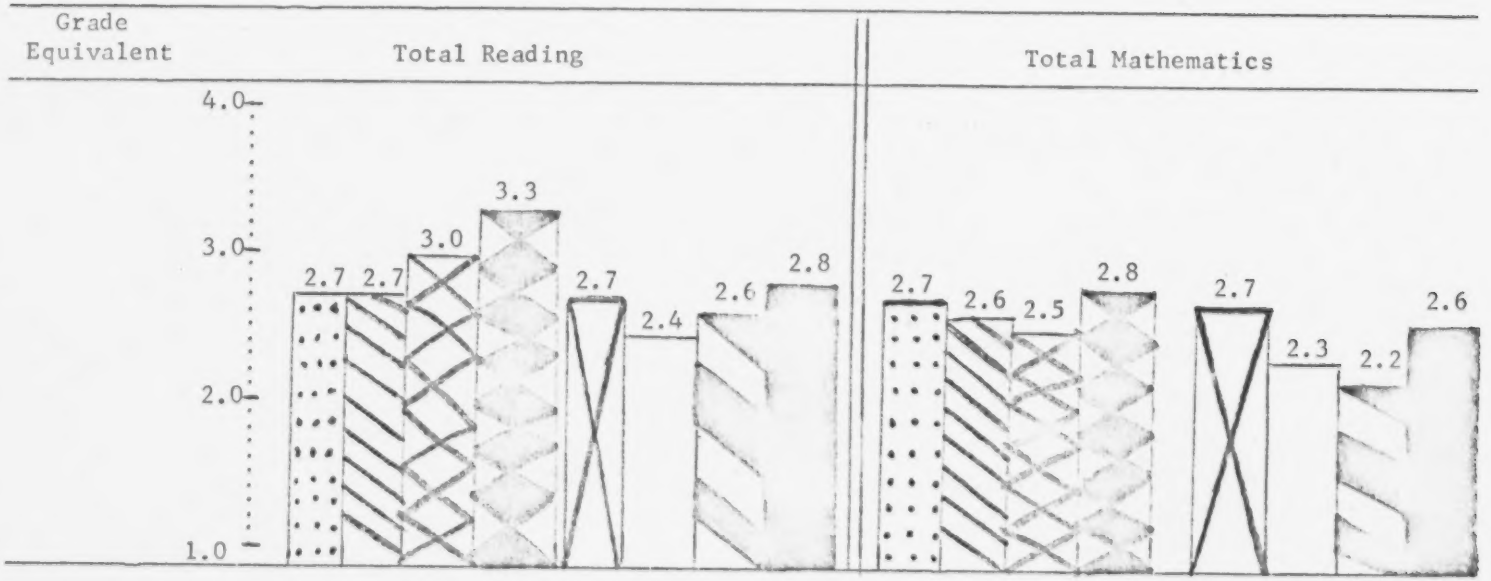
Nichols Avenue in terms of National Norms For Second Graders completing third year of Follow-Through Program

* Comparisons were made for only those students who were in attendance 165 or more days each year. Each student may or may not have been taught a full lesson on each and every one of those days.

A comparsion was also made of the Nichols Avenue Follow-Through median scores and the D.C. median scores based on Large City norms and on National norms. Separate scores were computed for all Nichols Avenue second graders, and for those who have been in the Follow-Through program for three years as of June, 1971. This comparison of scores in reading and mathematics can be seen in Figure 5. The Nichols Avenue second graders, who have been in the program for three years exceed the D.C. median scores and Large City norms in both reading and mathematics.

Figure 5

Median Grade Equivalent Scores For Grade Two In Terms of Large City and National Norms May, 1971



Large City Norms

National Norms

D.C. Median in terms of Large City Norms

D.C. Median in terms of National Norms

Nichols Avenue in terms of Large City Norms

Nichols Avenue in terms of National Norms

Nichols Avenue in terms of Large City Norms For Students Completing third year of Follow-Through Program

Nichols Avenue in terms of National Norms for Students completing third year of Follow-Through Program

Out of the total of sixty-seven second graders, fourteen or twenty-one percent scored below grade two in total reading on the May test. Forty-eight of the sixty-seven second graders were completing their third year in the Follow-Through Program and were also taught a full lesson on at least 165 school days.* Out of this group six or 12½ % scored below grade two in total reading on the CAT given in May, 1971. None of these students were demonstrably physically impaired. This data reflects on program goal A 2. The questions remains as to whether this percentage of non-readers (below grade two reading level) is negligible since negligible was not defined by the sponsor.

* They were in attendance 165 or more days.

SUMMARY AND CONCLUSIONS

The instructional objectives prescribed for use in the Nichols Avenue Follow-Through Program were met to a "great extent" as indicated by the teachers, "other" staff, and educational aides. The great number of responses required by each child, the utilization of small group instruction and the utilization of Engelmann-Becker programmed materials and Distar instructional materials was observed in each classroom by the evaluators.

The program objectives as a group were rated as being met to a "great extent". The objective with the lower rating was the continuing opportunity for Follow-Through and Head Start teachers to exchange effective techniques, approaches, information and experiences concerning individual children.

In making an assessment of the program goals it is noted that the second grade students completing the third year of the Follow-Through program exceeded national norms by one month in total reading, however they fell one month short of the national norm in total mathematics. This was indicated on the CAT administered in May 1971 with some weeks left before the end of the school year. Significant gains in both reading and mathematics were made by the students during the school year between October and May. An average of better than a year was gained in both subject areas. These students exceeded Large City norms and the D.C. Median scores in both reading and mathematics. Eighty-eight percent of the second graders completing their third year in the program scored at grade level or above and seventy-four percent scored two years five months or above in reading on the CAT given in May 1971.

The majority of all the students interviewed kindergarten through second grade, indicated that they like school and thought that they were learning a great amount. According to the school staff the children as a group showed improvement to a "great extent" in attendance, overall achievement, confidence, eagerness to participate, persistence in assigned tasks, ability to act independently, pride in themselves, and attitude toward school.

The desires of the students are to be policemen, firemen, nurses and teachers. This indicates positive attitudes about themselves. From kindergarten to second grade the most liked aspect of school changes from play to the subject matter areas in indication of maturity and growth. See Figure 3.

While the data seem to indicate an involvement of the parent community it was stated by ten of the twenty-one staff members that lack of parent cooperation was one problem they had encountered, however the parents involved did change in attitudes about school and what the school does to their children. The majority of the students said they received help from their parents with their school work. See Figure 2. Only two parents interviewed expressed less than favorable relations with the administration and staff of the Follow-Through Program. The majority were very positive in their reactions to the overall program.

There was no measure made of the extent to which social, psychological and medical care was received by the students, nor was there a determination of whether a significant percentage of the parent community (20 to 35 percent) is involved in the operation of the program, however, the list presented in Appendix D tends to give credence to both probabilities.

There were a few problems and a minimum of negative feelings relative to the program, however, this can be expected in any innovative or new program. It can be concluded that; the major goals of the Nichols Avenue Follow-Through Program are being met to a "great extent", the students are achieving near national norms in reading and mathematics, and the children are achieving above the large city norms, and above the D.C. median scores in both reading and mathematics.

The study show that the gains made by the students in the achievement test scores both in reading and mathematics, surpassing large city norms and even national norm for reading give credence to the effectiveness of the program. Also, a careful analysis of the many ramifications of the program tend to underscore several points. These are:

1. Acquisition of proficiency in a basic skill is a very slow process. For this program, children who have been in the program for <u>three successive</u> years were those who scored significant gains.

2. A good program such as this, entails a funding far beyond the regular school allocation. The staff for each class consists of two teacher aides and a regular classroom teacher, not to mention other personnel indirectly involved such as counselors, testers, consultants and others.

3. The concept of parental involvement in school activities is aptly demonstrated in this program. When the work at school receives support from parents who have been trained to help their own children, the net effect on children's achievement is very encouraging.

4. A program systematically designed with planned instructional experiences to bring about a given outcome for the learners usually works out well. For the Nichols Avenue Project, university consultants monitor the program. Built-in evaluation, high structured testing schedules, pre-service training and other features all contributed to whatever success was attained in the program.

5. As is true with programs in the initial stage, there is always room for improvement. Some teachers complained of the rigidity of the method, the frequency of testing, the communication lines between university and school staff, etc.

RECOMMENDATIONS

In light of forgoing conclusions the following recommendations are presented.

1. Re-evaluate the procedures for providing opportunities for Follow-Through staff and Headstart staff to exchange effective techniques, approaches, information and experiences concerning individual children.

2. More emphasis should be placed on a program to promote greater parent cooperation with the school staff.

3. Evaluate the weaknesses given by the staff as well as the suggestions for improving the program.

APPENDIX A

Evaluation Instruments

Department of Research and Evaluation
Pupil Interview
Nichols Avenue Follow Through Program

To the interviewer: These are lead questions designed to get some specific information from the children based on program objectives. Feel free to rephrase where necessary for these kindergarten-2nd graders.

1. Do you like going to school now? (as opposed to last year, for e.g.) (If no, what would you like to be doing?)

2. Do you attend school everyday? (Why, why not, if no, would you like to?)

3. Are you learning a great amount? (Why not, etc.)

4. What would you like to be when you grow up? (e.g. How far do you want to go in school?)

5. Does anyone help you with your lessons at home? (Who, how much, or why not?)

6. What do you like best about school this year, e.g. your teacher, reading, lunch time, play period, etc. (Let the child talk to reveal his true feeling towards the program, etc. but do not mention the program itself.)

Department of Research and Evaluation
Parent Interview
Nichols Avenue Follow Through Program

To the interviewer: These questions are a guide in seeking the information we want from the parents based on the objectives of the program. Record other pertinent comments given by parents.

1. Have you been contacted by the school? (When, how often, by whom?)

2. Have you been given any training or aid to enable you to help your child? (When, how much, by whom?)

3. What do you think of the program your child is now in at school? (like, dislike, at first, now, reasons, etc.)

4. Have you noticed any improvement in your child's schoolwork, attitude or behavior since entering this program? (When, how much, etc.)

5. Would you like to be more actively involved? (Why, why not, in what way?)

6. How is your relationship with others in the program? (Principal, teachers, aides, parents, etc.)

Department of Research and Evaluation
Staff Questionnaire
Nichols Avenue Follow Through Program

Position (title) _____ Date _____

Total No. of Years Experience in Position _____ Grade/Subject _____
Total No. of Years of Teaching Experience _____
Highest degree held or highest grade completed _____

The Department of Research and Evaluation has the responsibility for evaluating the Nichols Avenue Follow Through Program. We are asking your help in completing this form. There are no right or wrong answers. Your opinions are valued. Thank you for your candid response.

I. Training

A. To what extent did you receive pre-training for this program? Please check.

_____ not any
_____ one to five days
_____ one to two weeks
____ three to four weeks
____ five to six weeks
____ more than six weeks

B. How do you rate the pre-training?

_____ Excellent _____ Good _____ Fair _____ Poor

C. How could it have been improved?

D. What help have you received from the visiting consultant from the University of Oregon? (Explain)

II. Children (Part A to be completed by teachers only)

A. I would prefer: Check as many as apply.

_____ my present group

_____ a greater number

_____ a lesser number

_____ a wider range of abilities

_____ a narrower range of abilities

_____ more advanced children

_____ slower children

B. To what extent have you noticed improvement?

	Not At All	Undecided	To Some Extent	To A Great Extent	Totally
1. in attendance					
2. in overall achievement					
3. in pupils confidence					
4. eagerness to participate					
5. persistence in assigned tasks					
6. ability to act independently					
7. pupils' pride in selves					
8. pupils' attitude toward school					

III. Parents

In your opinion to what extent have parents:

1. been involved in the program
2. taken an interest in their children
3. changed their attitudes about the school
4. changed their attitudes about the staff

III. Parents (continued)

	Not At All	Undecided	To Some Extent	To A Great Extent	Totally
5. increased their hopes for their children					
6. increased their skills to help their children					

IV. Problems

What problems have you encountered relative to the Follow Through Program? Check all that apply.

_____ practically none

_____ lack of cooperation by other staff members

_____ student apathy

_____ unavailability of materials

_____ other (specify)

_____ inadequate physical facility

_____ lack of cooperation by parents

_____ lack of staffing such as aides

_____ lack of supervisory help

V. Objectives

A. In your opinion, to what extent are these instructional objectives being met by The Follow Through Program?

	Not At All	Undecided	To Some Extent	To A Great Extent	Totally
1. Begins with the skills the children bring to school and builds on them at a faster rate than normal.					
2. Requires a great number of responses from each child.					

	Not At All	Undecided	To Some Extent	To A Great Extent	Totally
V. Objectives (continued)					
3. Is adjustable to individual rates of progress.					
4. Uses systematic reinforcement principles to insure success for each child.					
5. Uses novel programming strategies (behavioral modification approaches) to "teach" acceptable and intelligent social behavior rather than focus on deviant behavior.					
6. Utilizes the small group instruction approach.					
7. Utilizes Becker-Engelmann programmed materials and Distar instructional materials for the teaching.					
8. Involves parents in the development of their children by providing specific methods, techniques and activities to promote and strengthen the learning process.					
B. In your opinion, to what extent are these program objectives being met?					
1. Promotes c nitive, effective, and total personality development (learning styles)					
2. Provides comprehensive mental, nutritional, and physical health services including diagnostic, preventive, curative and rehabilitative aspects.					
3. Provides comprehensive psychological, social, and other resources or pupil personnel services which is available for referral a also completely integrated with classroom activities.					
4 Develops coordination and effective integration of all ancillary and instructional activities in the school.					

V. Objectives (continued)

B. (continued)

	Not At All	Undecided	To Some Extent	To A Great Extent	Totally
5. Promotes maximum use of school, neighborhood, and other resources (including welfare, recreational, social, and cultural facilities) to meet the individual needs of children over a varied schedule.					
6. Provides pre-service and continuing staff development as an integral part of the regular work assignment for all staff members involved in the program.					
7. Promotes meaningful parent participation in the total development of their children and provides social and educational resources to strengthen family life and maximize opportunities for parents as well as children.					
8. Provides community with Head Start and continuing opportunity for Head Start and Follow Through staff to exchange effective techniques, approaches, information and experiences concerning individual children.					

VI. Program

A. How do you like the Englemann-Becker approach to instruction.

(1) List any major strengths

(2) List any major weaknesses

VI. Program (continued)

B. What aspects of the total program need improvement?

C. List any ideas you have for improving this program.

APPENDIX B

Tables of Staff Ratings

Table II a

Staff Ratings Of Students' Improvement As A Result of The Follow-Through Program

Areas of Improvement	Mean Responses		
	Teacher N=8	Other Staff N=6	Educ. Aides N=7
in attendance	1.6	1.5	2.4
in overall achievement	2.6	2.8	2.5
eagerness to participate	3.1	2.7	3.4
in pupils confidence	2.4	2.5	2.7
persistence in assigned tasks	2.4	2.2	2.0
ability to act independently	2.6	2.7	2.7
pupils' pride in selves	2.6	2.7	3.1
pupils' attitude toward school	3.0	2.2	2.8
Aggregate Means	2.5	2.4	2.7

The following scale is to be used to interpret the mean responses for all the tables in Appendix B.

Rating	Not At All	Undecided	To Some Extent	To A Great Extent	Totally
Mean Range	.0 to.4	.5 to 1.4	1.5 to 2.4	2.5 to 3.4	3.5 to 4.4

Table III a.

Staff Ratings of Parent's Reactions As A Result of The Follow-Through Program

Reactions of Parents	Mean Responses		
	Teachers N=8	Other Staff N=6	Educ. Aides N=7
Parents have:			
been involved in the program	2.5	1.8	2.7
taken an interest in their children	2.1	2.4	2.3
changed their attitudes about the school	1.4	1.8	2.2
changed their attitudes about the staff	1.3	1.8	2.2
increased their hopes for their children	1.9	2.4	2.7
increased their skills to help their children	1.6	2.0	2.2
Aggregate Means	1.8	2.0	2.4

Table IV a

Staff's Assessment of the Extent Instructional Objectives Were Met

Instructional Objectives	Mean Responses		
	Teachers N=8	Other Staff N=6	Educ. Aides N=7
Begins with the skills the children bring to school and builds on them at a faster rate than normal.	3.0	1.8	2.4
Requires a great number of responses from each childs	3.4	3.0	2.9
Is adjustable to individual rates of progress.	3.0	2.5	2.6
Uses systematic reinforcement principles to insure success for each child.	3.3	2.3	3.0
Uses novel programming strategies (behavioral modification approaches) to "teach" acceptable and intelligent social behavior rather than focus on deviant behavior.	3.0	2.2	2.5
Utilizes the small group instruction approach.	3.8	3.3	3.0
Utilizes Becker-Engelmann programmed materials and Distar instructional materials for the teaching	3.9	3.8	3.6
Involves parents in the development of their children by providing specific methods, techniques and activities to promote and strengthen the learning process.	2.5	2.8	2.7
Aggregate Means	3.2	2.7	2.8

Table V a

Staff's Assessment of The Extent The Program Objectives were Met

Program Objectives	Mean Responses		
	Teachers N=8	Other Staff N=6	Educ. Aides N=7
Promotes cognitive, effective, and total personality development (learning styles)	2.8	2.4	3.0
Provides comprehensive mental, nutritional, and physical health services including diagnostic, preventive, curative and rehabilitative aspects.	2.6	2.7	3.1
Provides comprehensive psychological, social, and other resources or pupil personnel services which is available for referral and also completely integrated with classroom activities.	2.4	2.8	3.1
Develops coordination and effective integration of all ancillary and instructional activities in the school.	2.8	2.4	3.2
Promotes maximum use of school, neighborhood, and other resources (including welfare, recreational, social, and cultural facilities) to meet the individual needs of children over a varied schedule.	2.1	2.7	3.0
Provides pre-service and continuing staff development as an integral part of the regular work assignment for all staff members involved in the program.	3.4	2.8	3.1

Table V a (cont')

Promotes meaningful parent participation in the total development of their children and provides social and educational resources to strengthen family life and maximize opportunities for parents as well as children.	2.5	3.0	2.8
Provides community with Head Start and continuing opportunity for Head Start and Follow-Through staff to exchange effective techniques, approaches, information and experiences concerning individual children.	1.6	1.8	2.8
gate Mean	2.5	2.6	3.0

APPENDIX C

Nichols Avenue Follow-Through Staff

Nichols Avenue Follow-Through Staff

Principal

Delores T. Davis

Teachers

Joyce Alford
T. Grace Carpenter
Lunetta Davis
Joyce Drayton
Shirley Dunham
LaSandria Folks
Miriam Green
Jeanne Howe
Marion Patrick
Judith Rush
Patricia Stanley
Eulah Ward

Counselor

Harriet Hinnont

Pupil Personnel

Willie Lynch
Effie Tolbert

Parent and Community Aides

Lorraine Bailey
Elsie Blackstone
Trainner Bland
Aramenta Briscoe
Bessie Cain
Margie Colter, parent
Partricia Curtis
Viola Epps, parent
Dorothy Featherson, parent
Eleanor Jackson, parent
Brenda Jefferson, parent
Delores Lee
Rosa Leftridge
Margaret Meggison, parent
Mae Mitchel
Jessie Robinson
Diantha Ross
Joyce Shepherd
Anita Smith
Dorothy Spicer
Mary Vincent
Margaret Ulmer
Emma Woodard

APPENDIX D

Policy Advisory Committee

Policy Advisory Committee

Bernard Jefferson	-	Chairman
Andrew Jackson	-	Vice Chairman
Viola Epps	-	Recording Secretary
Willie Cambell	-	Corresponding Secretary
Zora Martin	-	Treasurer
Chancellor Williams	-	Business Manager

Members

Florence Clark, alternate	Margaret Meggison
Shirley Coleman	Treville Montgomery, alternate
Margie Colter	Margaret Palser
Geraldine Edwards	Nathaniel Patterson
Dorothy Featherson	Gladys Ridley
Leola Gaston	Helen Suber
Sarah Hill, alternate	Daisy Trice
Eleanor Jackson	Patricia Valentine
Brenda Jefferson, alternate	Geneva Whiting
Agnes Johnson	Annie Williams, alternate
Delores Johnson, alternate	Delores Wynn

Non-Parent Voting Members

Royal Harris - Student Aid
Barbara Haywood - Standing Board

Representatives from:

Anacostia Citizens and Merchants Assoc.
Anacostia Credit Union
Anacostia Medical Center
Anacostia Museum
Carroll Day Care Center
D.C. Congress PTA
Eleventh Precinct
Family and Child Service
St. Phillips Headstart

Representatives from: Non voting Consultants

Cambell Pre-School
Community Action Agency
Day Care - Dept. of Public Welfare
National Capital Day Care Assoc.
St. Elizabeth's Mental Hospital